

The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<u>Funnell</u> Student's Last Name	<u>Mark</u> First	<u>O.</u> Middle	<u>A00000000</u> ID Number
<u>00002</u> Program or Contract No.	<u>Individual Learning Contract</u> Title		
	<u>00/00/00</u> Date began	<u>00/00/00</u> Date ended	<u>12</u> Qtr. Credit Hrs.

**THIS IS AN EXAMPLE FORMAT FOR FACULTY EVALUATION OF STUDENT ACHIEVEMENT
FOR AN INDIVIDUAL LEARNING CONTRACT**

DESCRIPTION:

Faculty: Julia Frankfurt, Ph.D.

During the Fall Quarter, 2000, Mark Funnell very successfully carried out an Individual Learning Contract entitled **Washington History/Children's Literature**, with the overall learning objectives of a) developing an understanding of Pacific Northwest history and geography; b) identifying, reading and reviewing children's literature from a range of genres and multicultural perspectives; c) expanding his understanding of child development through his work with an elementary Special Services teacher.

Mark's reading for the quarter included Schwantes' *The Pacific Northwest: an Interpretive History*; White and Solberg's *Peoples of Washington: Perspectives on Cultural Diversity*; and Karen Blair's *Women in the Pacific Northwest*. In addition to readings, Mark followed the syllabus for a course in children's literature and worked with a local school librarian to identify books in the categories of fantasy, science fiction, inspiration, non-fiction, multicultural, and humor. He read and annotated more than 30 books, and selected from among them stories to read in an elementary classroom.

Mark and I met regularly during the quarter to discuss assignments and progress in his learning. We held a final evaluation conference at the end of the quarter.

EVALUATION:

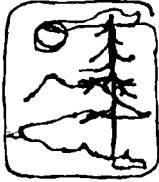
Written by: Julia Frankfurt, Ph.D.

In addition to reading, Mark identified several Web sites with Washington State history and geography resources; the State Superintendent of Public Instruction's site with the Essential Academic Learning Requirements for elementary grades language arts, geography and history; and sites with children's literature resources. He developed an extensive and detailed time line for Washington history beginning with a 1480 avalanche that destroyed the Makah village of Ozette and ended with the 1989 state Centennial celebration. In addition, he developed a conceptual outline for teaching about Washington state and its geography to elementary students, beginning with an exploration of the environment and life styles of the plateau and coastal peoples on either side of the Cascade mountains.

Mark volunteered at a local elementary school from three to six hours each week in a Success for All model reading group in which he had an opportunity to read aloud from the children's books he was reviewing and to discuss topics related to the Washington State history he was studying. This opportunity made his independent work come alive and provided a context for thinking about how he could translate what he was learning for use in a classroom setting. The teacher with whom he worked, Jim Boland, commented,

During his time in my class, he has read to students, guided a small reading group, and given whole group instruction. Mark has done an excellent job in all of these tasks. He has met the challenge of teaching a diverse population. There are 2nd, 3rd, 4th and 5th grade students in my 2nd grade level class.

06/15/00
Date



The Evergreen State College - Olympia, Washington 98505
FACULTY EVALUATION OF STUDENT ACHIEVEMENT

<u>Funnell</u> Student's Last Name	<u>Mark</u> First	<u>O.</u> Middle	<u>A00000000</u> ID Number
<u>00002</u> Program or Contract No.	<u>Individual Learning Contract</u> Title		
	<u>00/00/00</u> Date began	<u>00/00/00</u> Date ended	<u>12</u> Qtr. Credit Hrs.

There are also five students with IEP's and two students receiving TitleI/LAP services...Mark demonstrated an ease in working with each of the different grade and ability levels.... The students loved his sense of humor and the many voices and characters he uses to make his reading come alive!

Overall, Mark has demonstrated responsibility, capability, and enthusiasm for the work that he undertook. He made good use of community and on-line resources, was creative in his approach to integrating what he was studying in a meaningful way, and was able to apply his new knowledge in a real classroom context.

SUGGESTED COURSE EQUIVALENCIES (in quarter hours) TOTAL: 12

- 4 - Multicultural Children's Literature
- 2 - Physical and Cultural Geography of the Pacific Northwest
- 3 - Washington State History
- 3 - Child Development

06/15/00
Date